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ABSTRACT

Activities and lessons, based on the theory of active learning and designed for a course to promote student involvement, are discussed in this document. Each activity is described and followed by an evaluation that students completed immediately following the activity. Students were asked about how interesting, useful, and relevant each of the activities was to them. Some examples of the activities include: completing the Storm and Stress Scale; completing a feature matrix to help review the different theories of adolescence; examining the age of onset of puberty by completing a survey on secular trends, participating in activities for moral development; describing sources of sexual knowledge; and answering questions about identity status. Many of these activities can also be adapted for use in an Introductory Psychology or Child Development course. (JDM)

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USING ACTIVE LEARNING IN AN ADOLESCENT DEVELOPMENT COURSE

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Using Active Learning in an Adolescent Development Course

Judith R. Levine, SUNY Farmingdale

The merits of incorporating active learning into one's courses have by now been thoroughly discussed and documented (Mathie, et al, 1993; Wittrock, 1974). In teaching Adolescent Development I am particularly loathe to lecture to the class. The vast majority of my students are either still adolescents themselves or have recently passed through adolescence. A very few are parents of adolescents. Their experiences and memories are the foundations upon which our class sessions are built

I present details of 15 activities/lessons that promote student involvement. I used each of these activities in my Adolescent Development course in Fall 1999 and/or Spring 2000. Many of these activities can also be used in other courses, such as Introductory Psychology or Child Development.

In the Spring 2000 semester students completed an evaluation form following the completion of most activities. Students were asked to respond to the following three questions: (1) How interesting was this activity to you?; (2) How useful was this activity in helping you understand the concepts involved?; (3) How relevant was this activity to the topic? Scale values ranged from 1 (not at all) to 5 (extremely). Results of these assessments are reported with each activity.

What is an Adolescent?

On the first day of class I distribute large index cards and have the students respond to the following questions: "Do you consider yourself an adolescent or an adult? Why? When did you (will you) become an adult? Explain. How old are you?" I then collect the cards, redistribute them randomly, and call on students to read the responses to the class. This activity leads to a discussion of the various definitions of adolescence and the difficulties in defining adolescence.

For a large class I would suggest breaking the students into small groups and having them read the responses to each other. For a high school class I would modify the initial questions to the following: Do you consider yourself a child, adolescent, or adult. When did you (will you) become an adolescent? An adult?

Evaluation

	M	SD
1. How Interesting	3.35	.99
2. How Useful for Understanding	3.20	.95
3. How Relevant	3.90	.79

N=20

On the anonymous course evaluation that I administered at the end of the semester, four students volunteered that this activity was an excellent ice-breaker and/or a terrific way of setting the tone for the entire course. Interestingly, this was the only activity that was specifically mentioned by any student on the course evaluation form.

Storm and Stress

Most people "know" that adolescence is a time of great storm and stress. Yet research doesn't support this stereotype. The purpose of this activity is to have students discover the pervasiveness of this myth, and the fact that for the vast majority of adolescents it is indeed a myth.

Have students complete the two versions of the Storm and Stress Scale (see the next two pages) about a week apart so that they don't remember their answers to the first version when they are completing the second version. Version 1 asks students to answer questions about the typical adolescent. In Version 2 the same questions are answered but this time in reference to one's self.

There are several different ways in which the results can be examined. You can have each student report his/her total score for Version 1 and then for Version 2. This will allow you to look at the range of scores for each version and to calculate the mean, mode, and median. I had each student find the difference between his/her score on the two versions by subtracting the score on Version 2 from Version 1. Thus a positive score would mean that the student attributed more stress to the typical student than to himself/herself, and would demonstrate the myth in action. Although it would be more time consuming, you could also do a question by question comparison of the responses to the two versions.

Evaluation

No data is available. However, judging by the reactions of the students I have no doubt that this activity made its point. As we were collecting and discussing the results many students were nodding their heads and making remarks to themselves and each other such as "Oh wow" and "Yeah, yeah".

Adapted from: Cauffman, E. (1996). Instructor's resource manual with test questions to accompany Sternberg-fourth edition, Adolescence, p.25. New York: McGraw-Hill Inc.

Storm and Stress Scale: Version 1

Please respond to the following nine statements by writing the number that you believe is most accurate of the "typical" adolescent in the space at the beginning of each item. Use the following scale:

1 - Never or Almost Never True
2 - Rarely True
3 - Usually Not True
4 - Occasionally True
5 - Usually True
6 - Often True
7 - Always or Almost Always True

_____ 1. Adolescents prefer to talk to peers over parents.

_____ 2. Adolescence is a stormy and stressful time.

_____ 3. There is a generation gap in families with adolescents.

_____ 4. Adolescents have identity crises.

_____ 5. Adolescents are rebellious.

_____ 6. Adolescents are more influenced by peers than parents.

_____ 7. Parents are disappointed in their adolescent children.

_____ 8. Adolescents frequently fight with their parents.

_____ 9. Adolescents do not cooperate with their parents.

Storm and Stress Scale: Version 2

Please respond to the following nine statements by writing the number that you believe is most accurate of the way you behaved or felt as an adolescent in the space at the beginning of each item. Use the following scale:

1 - Never or Almost Never True
2 - Rarely True
3 - Usually Not True
4 - Occasionally True
5 - Usually True
6 - Often True
7 - Always or Almost Always True

_____ 1. As an adolescent I preferred to talk to peers over parents.

_____ 2. Adolescence was a stormy and stressful time for me.

_____ 3. There was a generation gap in my family during my adolescence.

_____ 4. As an adolescent I had an identity crises.

_____ 5. As an adolescent I was rebellious.

_____ 6. As an adolescent I was more influenced by peers than parents.

_____ 7. My parents were disappointed in me as an adolescent.

_____ 8. As an adolescent I frequently fought with my parents.

_____ 9. As an adolescent I did not cooperate with my parents.

Theories of Development: Feature Matrix

In order to review the different theories of adolescence and to consider some of the major issues in development I have students complete a feature matrix (see next page). Down the left-hand side of the page I list the different theories discussed in their textbook. Across the top I list three issues in developmental psychology—nature vs. nurture, continuity vs. discontinuity, and free-will vs. determinism. (You can, of course, change the theories and issues to match your textbook and course.) Before handing this worksheet out I briefly explain each of the three issues. I then divide the class into groups of 3-5 students and have them complete the worksheet using their textbooks for reference. I circulate through the room answering questions, resolving disagreements and difficulties, and making sure everyone stays on task. (I do this during virtually all group activities.)

I have found that my students will have great difficulty completing this task in the allotted time (most of a 75 minute period) unless they read the chapter in advance. Unfortunately, most of them don't. Therefore, it becomes essential that they all bring their textbooks to class for this activity. But of course, some won't. Thus, when I assign them to groups I try to make sure that no more than one person in each group is without a book.

Evaluation

	M	SD
1. How Interesting	2.77	1.30
2. How Useful for Understanding	3.30	1.32
3. How Relevant	3.83	1.02

N=30

Theories of Development: Feature Matrix

All developmental theories take a stand on the issues of nature vs. nurture, continuity vs. discontinuity, and free will vs. determinism. For each of the nine theories or models listed on the left indicate which side of each issue they favor by writing in the appropriate word (eg. nature or determinism). If you believe that a particular theory emphasizes both sides of the issue about equally, write in the word "both".

MODEL	Nature vs. Nurture	Continuity vs. Discontinuity	Free-will vs. Determinism
Biological (Gesell)			
Ethological			
Cognitive (Piaget)			
Psychodynamic (Freud)			
Psychosocial (Erikson)			
Existential			
Learning (Skinner)			
Social Learning (Bandura)			
Ecological (Brofenbrenner)			

The Secular Trend

The purpose of this activity is to have students examine first hand the age of onset of puberty. Have students collect the information on the handout labeled The Secular Trend: Part 1 before coming to class. Then in class divide the students into small groups and distribute the second handout. The directions on the handout are self-explanatory. If time permits you can have each group report its results and combine the data from all the groups.

When I tried this activity in the Fall 1999 semester the results did suggest the existence of the secular trend. However, it was so fraught with problems that I did not try it in the Spring semester. First, it was necessary to have the older students record their own data in the Mother/Father categories and their children's data in the Yourself Category. Second, I had to postpone the in-class portion of the activity because too many students hadn't had a chance to complete Part 1. To avoid this problem I suggest distributing Part 1 on the first day of class so students will have ample time to collect all the information. The third and most serious problem was the vast amount of missing data. Most students had no data on their grandparents. To deal with this problem I collapsed the maternal and paternal grandmother and grandfather categories into just grandmother and grandfather. Many did not have information on their fathers, and to my surprise, a considerable number did not have information on their mothers. Several students reported that they couldn't complete the form because it was too embarrassing to ask their parents for the information. (Incidentally, I referred back to this later in the term when we discussed sex and sexuality.)

Evaluation

No data available.

Adapted from: Cauffman, p.32-33.

The Secular Trend: Part 1

In order to examine the secular trend in the age of pubertal onset, obtain and record the following information. If you happen to have mature children (ie. past puberty), their information can be included as well. Do your best to collect all the data, but if you can't obtain some of the information leave it out; **don't** make it up or guess.

Record the Age of Puberty for:

Yourself _____

Mother _____

Father _____

Maternal

Grandmother _____

Grandfather _____

Paternal

Grandmother _____

Grandfather _____

The Secular Trend: Part 2

Have each member of the group read his/her data to the rest of the group so that each member can write down all the information in the spaces below. Next calculate the average age of puberty for each type of person (eg. Self, Mother, Father, Maternal Grandmother, etc.). After the data analysis is complete you should discuss each of the following questions and write a brief answer to each. Use the back of this sheet if you need more space.

Record the Age of Puberty for:

Self

Mother

Father

Maternal
Grandmother

Grandfather

Paternal
Grandmother

Grandfather

1. Does the age of onset differ as a function of generation? If so, how?

2. Does the age of onset differ as a function of gender? If so, how?

3. How do these findings on generational and gender differences relate to the trends described in the text? Why might they be similar or different from the findings described in the text?

Information Processing

I use this activity to illustrate the information processing approach. It can also be used as part of a discussion of meta-cognitive skills.

Activity

Instruct students to assume they are a detective who must discover the truth by reasoning and deduction. They are to read the statements and decide which conclusions are true or false.

Detective Statements:

- If Lisa lied, then John killed Carol.
- If the weapon used was a pistol, then Lisa lied.
- But it's been learned that the weapon was a pistol.

Conclusions:

1. Lisa lied.
2. Lisa didn't lie.
3. John killed Carol.
4. John killed Carol.
5. One cannot know it.

The correct conclusion are "1" and "3". Ask students who got the correct answers how they did so, i.e., their process of reasoning from statements to conclusions.

Evaluation

	M	SD
1. How Interesting	4.39	.58
2. How Useful for Understanding	4.35	.78
3. How Relevant	4.30	.76

N=23

From: Atwater, E. (1996). Instructor's manual with tests for Adolescence, p.105. New Jersey: Prentice Hall.

Formal Operational Thought

The purpose of this activity is to help students understand the difference between concrete operational thought and formal operational thought. I give students two matched pairs of problem to solve (see next page). One problem from each pair can be correctly answered using concrete operational thinking; the other requires formal operational thinking. Inevitably I have found that many more students can correctly answer the "concrete" version of each problem. The ensuing discussion of why one version of each problem is easier to solve than the other clearly points out the difference between concrete and formal operational thinking. In order to allow all students sufficient time to answer all four questions I usually assign this as homework and devote class time to the discussion of the assignment. Let me add that there are always a few students who do not understand the answer to the first question no matter how much time I spend explaining it.

Evaluation

	M	SD
1. How Interesting	3.31	.93
2. How Useful for Understanding	3.69	.90
3. How Relevant	3.88	.94

N=32

Formal Operational Thought

I. Consider the following two statements and decide if each is true, false, or impossible to say.

1. If blue dogs have orange puppies, then all orange puppies have blue mothers.

True_____ False_____ Cannot say_____

2. If men have two feet, then all creatures with two feet are men.

True_____ False_____ Cannot say_____

II. Consider the following two problems:

1. You have four flasks, numbered 1-4. Each contains an odorless, colorless liquid. There is a fifth flask that contains a catalyst (call it C). When one or more of the liquids numbered 1-4 (alone or in combination) is added to C it produces a bright green liquid. How would you find the right combinations? What combinations would you test?

2. You definitely want a sandwich for lunch, but don't know what to have between the slices of bread. What are the different sandwiches (no matter how disgusting, non-nutritional, or ridiculous can be made with the following foods: bread (required ingredient), cheese, lettuce, tomato, mayonnaise?

Are You Moral? Says Who?

I use two activities in teaching about moral development. The first presents students with a hypothetical situation in which they have an opportunity to transgress (see next page). They are asked to indicate how they would behavior, how they would feel, and how they would judge their actions. By a show of hands we tabulate the results. This leads to a discussion of the complexities of and inconsistencies in moral development. If time permits I will suggest variations in the original scenario and ask students if this affects their original responses. Eventually, someone will suggest that morality isn't a fixed attribute, but is situation dependent.

Next I present students with the classic "Heinz" story and have them write down what they believe the protagonist in each story should do. They also indicate if they are male or female. I then have them break into small groups, read the responses one at a time to each other and try to classify them on Kohlberg's stages of moral development. (I have them use only the three main levels.) The difficulties that arise in trying to classify some of the responses leads to a critical analysis of Kohlberg's theory and a discussion of Gilligan's theory regarding gender differences in moral reasoning. Students assessed these two activities together.

Evaluation

	M	SD
1. How Interesting	3.81	.90
2. How Useful for Understanding	4.00	.98
3. How Relevant	4.31	.93

N=32

Sample Moral Dilemmas

These dilemmas and others can be found at he following web site: www.haverford.edu/psych/ddavis/p109g/Kohlberg.dilemmas.html.

1. You have a major test today that you haven't studied for and you need a good grade to boost your average up in the class. A friend of yours already took the test and offers you the answers on a cheat sheet. Would you take the answers or not? Explain.
Possible Variations: You studied, but just don't "get it". Someone you know slightly offers to sell you the answers. You're failing, and just want to pass.

2. Your parents went away for the weekend and they left their keys to their brand new car. You have just recently gotten your license and are currently saving for your own car. Your parents forbid you to take the car but your friends want you to take it for a spin around the block. Would you take the car or not? Explain.
Possible Variations: Your parents just bought a used car. You have had your license for a year. You need the car to go to the library to study. You need the car to go to a great party.

Kohlberg's "Heinz" Dilemma

In Europe a woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging $2,000, ten times what the drug cost him to make. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said "No." The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that? Why?

The Paper Chat Room

This activity can be used with any content area. Divide students into pairs or groups of three and have them all read the same article. The members of each group then have to formulate a one-sentence response to the article and write it on an index card. The index cards are placed in a box, and one member of each group selects a card at random (if the group's own card is selected it is put back and another is drawn). Group members then have to formulate a response to the response on the new card. This process can continue for as many rounds as you want. Group discussion allows students to focus their ideas; anonymous commentary allows for a free and open exchange of ideas. In order to increase the mix of cards and to push students to think about particular issues or concerns, I participate in this activity as my own group. Most recently I used the paper chat room to cover the issue of underage drinking.

Evaluation

	M	SD
1. How Interesting	3.66	.94
2. How Useful for Understanding	3.86	.83
3. How Relevant	3.90	.82

N=30

Nerd or Star?

I use this activity as a fun way to introduce the relationship between physical development and dimensions of social development and personality. I play brief videotapes of television shows that feature adolescents, but with the sound turned off. Students have to decide whether each character is a nerd, jock, brain, etc. based exclusively on physical appearance. Television shows that students are not very familiar with work best ("Freaks and Geeks" and "Popular" have been ideal for me). On "Popular" all but one of the popular kids have blond hair and all the popular girls wear skirts. The unpopular kids all have dark hair, and the girls wear pants.

Evaluation

No data available. However, from the reactions of the students it was clear that they enjoyed the activity and got the point of it. (It was also clear that they thought I was a nerd for having watched these shows.)

Adapted from: Keniston, A. & Peden. (1998). Instructor's manual to accompany Adolescence, p.39. Boston: McGraw-Hill, Inc.

Generation Gap

The purpose of this activity is for students to explore the generation gap first hand. What they are likely to find is that the generation gap largely doesn't exist. Contrary to myth, adolescents and their parents usually have similar beliefs and values. Differences generally revolve around matters of personal taste and style (in music, clothing, hair, etc.).

Well in advance of when you will cover the topic in class, give students a copy of the "Personal Opinion Survey" (see next page) and an envelope. Instruct them to give the survey to one parent to fill out and then have the parent place the survey in the envelope and seal the envelope. When you are ready to discuss the topic in class distribute another set of surveys and have the students complete them.

You are, of course, interested in comparing the responses of each student to his/her own parent. For this activity I do an item by item comparison. For each item I go around the room and have each student report the difference between his/her rating and the rating given by his/her parent.(I am not interested in the direction of the difference.) If you are pressed for time, you could have students write down the "difference scores" for each item, tabulate the results outside of class, and report the findings and discuss them at the next class. However, in my experience students tend to lose interest if you don't complete the activity in one class session.

Evaluation

	M	SD
1. How Interesting	3.77	.88
2. How Useful for Understanding	4.09	.78
3. How Relevant	4.43	.65

N=35

Adapted from: Cauffman, p.55-56.

PERSONAL OPINION SURVEY

Please rate yourself on the items below using the following scale:

1. Strongly Agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly Disagree

1. I consider myself fairly religious. _____
2. The drinking age should be lowered to 18. _____
3. Premarital sex is okay as long as the couple is in love. _____
4. Politically, I am a middle-of –the-roader. _____
5. I favor busing as a means of integrating schools. _____
6. One of the most important things in life is to have children. _____
7. Work should be the most important thing in a person's life. _____
8. To succeed in life, who you know is more important than what you know. _____

What Kind of Parent Are You?

I use the following activity as a way of having students think about the difficulties of being a reasonable parent and to learn to identify the four parenting styles identified by Baumrind. I divide the class into small groups and distribute a handout (see next page) with four typical scenarios that a parent might encounter in dealing with his/her adolescent. Students in each group have to decide on an appropriate way to handle each situation. I have different groups start with different scenarios to ensure that each scenario is responded to by at least one group. When time is up, I have the groups report their solutions for handling each situation and I write them on the board. Lively discussions of the pros and cons of each approach generally ensues. Finally, I ask the class to identify the parenting style illustrated by each solution.

Evaluation

	M	SD
1. How Interesting	4.00	.80
2. How Useful for Understanding	4.35	.75
3. How Relevant	4.50	.76

N=26

Adapted from: Caufmann, p.57 and Keniston & Peden, p. 89.

Parenting

Here are some typical situations that parents of adolescents might be faced with. You and the other members of your group should think about how you would handle each situation and why. Once you have all agreed on a course of action, write down your brief response to each.

1. Your tenth-grader starts to insist that she will only wear certain expensive brands of jeans, shoes, and tops; and they are so expensive that your budget could not afford very much.

2. You find out that your sixth-grader has removed a couple of can of beer from your refrigerator.

3. The stereo is blasting your son's favorite rock group and you have an important proposal to present at work the following day.

4. Company is coming for dinner and you ask your daughter to clean her room but she refuses exclaiming, "It's MY room!"

The Hit Parade

Music is a reflection of society's changing tastes and values. Then again, it may be the cause of changing tastes and values. To start off the discussion of Adolescent Sexuality I have students bring in tapes and CDs of songs from different eras that deal with teen sexuality and we play them in class. Most of the students bring in very current music. The few older students and I generally supply the "oldies" (most recently these ranged from the 1920's to the 1970"s). Analyzing the different messages that these songs send leads to a very lively classroom discussion. (My favorite juxtaposition is "Wake up Little Suzie" vs. "I think We're Alone Now").

Let me add one note of caution; students might bring in songs with lyrics that are quite explicit and that some might find offensive. Acknowledging this possibility and explaining the purpose of this activity when you start should forestall any problems. (One young lady was actually too embarrassed to tell me the name of the song that she brought it.)

Evaluation

No data available. However, students clearly loved this activity. Even the few who generally slept through class woke up when they heard me give the assignment and were awake and alert when we played the songs and discussed them. (I will also add that my "coolness rating" went up considerably when I didn't blush or become outraged listening to some of the lyrics.)

Everything I Ever Wanted to Know About Sex I Learned From ...

We live in the information age. Unfortunately, that doesn't necessarily mean we gather our information from the most reliable source. This is another activity that I have used to introduce the topic of adolescent sexuality. The purpose is to make students more aware of the various sources that adolescents rely on for information about sex, and the advantages and disadvantages of each.

Each student completes the "Sources of Sexual Knowledge Survey" (see next page). I then collect them and then redistribute them randomly. We collect the data by a show of hands and discuss the results and the implications.

Evaluation

	M	SD
1. How Interesting	4.21	.90
2. How Useful for Understanding	4.24	.79
3. How Relevant	4.52	.63

N=29

Adapted from: Gnagey, W. (1999). Instructor's manual and test bank for The adolescent: Development, relationships, and culture, p.115. Boston: Allyn and Bacon.

SOURCES OF SEXUAL KNOWLEDGE SURVEY

Common sources of sexual knowledge are listed in alphabetical order in the left hand column below. For each source, put a check in one of the three blanks to the right to show how much sexual knowledge you obtained from it.

Source	A Lot	A Little	None
Acquaintances			
Books/Magazines			
Brothers/Sisters			
Church/Religion			
Doctors/Nurses/Etc			
Friends			
Internet			
Movies			
Parents			
School			
Television			
Other Specify below			

Identity Status

I use the following activity to help students learn to recognize the different identity statuses identified by Marcia. After discussing the topic in class I distribute the following worksheet (see next page) and have students complete it. We then go over it and we resolve any problems that students had.

Evaluation

	M	SD
1. How Interesting	3.52	.85
2. How Useful for Understanding	4.07	.83
3. How Relevant	4.30	.87

N=27

From: Straub, O.R. (1998). Instructor's resource manual for The developing person through the life span, p531. New York: Worth Publishers.

Identity Status

Below are four brief case studies that illustrate four identity statuses proposed by Marcia and others. For each of the cases below choose the most appropriate identity status – identity achievement, foreclosure, identity diffusion, and moratorium—and explain your answer. Each identity status appears in one of the case studies.

1. Eleanor's parents are both physicians. In college she majored in French, spending a semester in France studying French art and culture. Upon graduation she surprised her parents by announcing that she had applied to medical school. A close relationship with a friend in nursing and a summer job as a hospital volunteer had helped her arrive at the decision.

2. Kevin has changed his college major several times; it will be about six years before he graduates. Since his parents have pointedly objected to this extra expense, Kevin has cheerfully taken a variety of jobs ranging from short-order cook to forest fire fighter. He likes work that allows him time to think and be alone. His few friends are very much the same. Kevin's grades are generally high, though his record is marred by a number of "incompletes". He has had one very satisfying relationship with a young woman and is searching rather anxiously for another.

3. Wendy's mother is a psychologist who is deeply involved in women's groups and women's issues. Wendy admires her mother very much, having seen her strength tested in a very bitter divorce when Wendy was just 8 years old. Wendy believes that she, too, will be a strong and assertive woman. She avoids people (especially men) who either don't see her in that light or try to bring out her "other sides". She certainly steers clear of her stepmother, who (although pleasant) is a very disorganized and "artsy" person. Wendy's college grades are very high, and her course selections reflect an unvarying interest in psychology, politics, and women's studies.

4. Anthony is freshman at a college near his old high school. He comes home nearly every weekend but does not enjoy himself once he's there. He avoids talking to his parents or old high school friends, preferring to play computer games in his room. Periodically he engages in impulsive shopping; after these sprees he comes home and talks excitedly about the latest electronic gadget he's acquired. He gets angry if his parents ask what he considers to be foolish questions, and angrier still if they patronize him. Anthony is enrolled in courses he has been told are easy, and he does not have strong feelings about his studies or his grades.

Cooperative Learning

As part of our discussion of education and schools, I include a segment on cooperative learning. I use the following activity to illustrate cooperative learning and to focus on its advantages and disadvantages.

I give the students a 10 question quiz on material that we have not directly covered in class but that they may have come across in other classes (see next page). I stress that this is part of a demonstration and that the quiz will not be graded. Each student completes the quiz individually. I then place the students in small groups with the instructions to go over the quiz again and answer the questions as a group. (The entire group must agree to each answer.) I then give them the correct answers and have them grade their individual and group performances. Discussion focuses on the level of individual vs. group performance, how they feel about working cooperatively and depending on others, how they feel about being graded as a group, how society views cooperative learning/grading, etc.

Evaluation

	M	SD
1. How Interesting	3.67	1.24
2. How Useful for Understanding	3.80	1.03
3. How Relevant	4.03	.85

N=30

Research Methods Quiz

Please decide if each of the following statements is TRUE or FALSE. If you think it is true write a T in the space to the left of the statement; write an F if you think it is false.

_____1. To be valid, a measure must be reliable.

_____2. Researchers are objective in the sense that they lack biases or prejudices.

_____3. Naturalistic observation does not allow explanation of the events observed.

_____4. Of all research methods, case studies provide the most in-depth exposure to a research participant.

_____5. Survey respondents may feel pressured to give socially acceptable responses.

_____6. Longitudinal designs allow researchers to identify changes in study participants over time.

_____7. Cohorts share the events of their time, place, or generation.

_____8. Cross-cultural studies shed light on differences among culture but not their similarities.

_____9. If two events are correlated, one must be causing the other.

_____10. To be reliable, a measure must be valid.

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